

APR 22 1947

THE JOURNAL OF EDUCATIONAL SOCIOLOGY

PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

United Parents Associations

Lillian Ashe, *Issue Editor*

Introduction	<i>Rose B. Shapiro</i>	389
United Parents Associations: Looking Back	<i>Angelo Patri</i>	392
Parents and Education	<i>William Heard Kilpatrick</i>	395
Parent Associations Versus Social Lethargy	<i>Dan W. Dodson</i>	401
A Co-operative Enterprise: The Junior High Schools in New York City	<i>Elias Lieberman</i>	409
U.P.A. Educates: Training for Leadership	<i>Lillian L. Hacker</i>	417
Movies and Children: A Challenge to Parents	<i>Esther Speyer</i>	422
The Importance of United Parents Associations to the Welfare of the World's Greatest City	<i>Newbold Morris</i>	425
Democracy as Organizational Growth and Achievement	<i>LeRoy Bowman</i>	429
Some Progress in Racial Adjustment	<i>E. George Payne</i>	439
Foreword, 387	Editorial, 385	Book Reviews, 442

MARCH 1947

THE JOURNAL OF EDUCATIONAL SOCIOLOGY

PUBLISHED BY

THE PAYNE EDUCATIONAL SOCIOLOGY FOUNDATION, INCORPORATED

32 WASHINGTON PLACE, NEW YORK 3, N. Y.

Editorial Staff

E. GEORGE PAYNE, *Editor-in-Chief*

JOHN C. PAYNE, *Asst. Managing Editor*

DAN W. DODSON, *Managing Editor*

JEAN B. BARR, *Business Manager*

HARVEY W. ZORBAUGH, RHEA K. BOARDMAN, FREDERIC M. THRASHER, HERMAN A. ERNST, STEPHEN G. RICH, I. DAVID SATLOW, STEPHEN J. WRIGHT, *Associate Editors*

Permanent Departments

Significant Developments in Education, E. GEORGE PAYNE, *Editor*

Book Reviews, HARVEY W. ZORBAUGH, *Editor*

THE PAYNE EDUCATIONAL SOCIOLOGY FOUNDATION, INCORPORATED

Board of Trustees

E. GEORGE PAYNE, *President*

MARTIN G. HALPRIN

HERMAN A. ERNST, *Vice-President*

HERBERT D. HARPER

HENRY MEISSNER, *Secretary*

STEPHEN G. RICH

TORD E. HOLMBERG, *Treasurer*

I. DAVID SATLOW

DAN W. DODSON, *Managing Trustee*

THE JOURNAL OF EDUCATIONAL SOCIOLOGY is published by The Payne Educational Sociology Foundation, Inc., monthly from September to May, inclusive. Publication and business office, Room 51, 32 Washington Place, New York 3, N. Y. Editorial office, Room 41, 32 Washington Place, New York 3, N. Y. The subscription price is \$3.00 per year; foreign rates, Canadian and South American, \$3.25, all others, \$3.40; the price of single copies is 35 cents each. Orders for less than half a year will be charged at the single-copy rate.

Entered as second-class matter September 27, 1934, at the Post Office at New York, N. Y., under the Act of March 3, 1879.

THE JOURNAL OF EDUCATIONAL SOCIOLOGY is indexed in *Educational Index*, *Public Affairs Information Service*, and *Business Education Index*.

The publishers of THE JOURNAL OF EDUCATIONAL SOCIOLOGY are not responsible for the views held by its contributors.

PRINTED IN U.S.A.

THE JOURNAL OF EDUCATIONAL SOCIOLOGY

A Magazine of Theory and Practice

Vol. 20

March 1947

No. 7

EDITORIAL

Today, as never before, parents are a frustrated lot. The conflicting psychologies have produced so much confusion that child rearing has almost become a neurosis-producing experience. As someone said recently, "If a mother spansks her child, she experiences guilt feelings, and fears she has done the wrong thing. If she doesn't spank, sometimes, she still experiences guilt feelings and fears she has done wrong."

There is now a rising tide of reaction which says the parents are to blame for all the delinquencies of their children. It reached its culmination recently when a mother was sentenced in New York City to one year's imprisonment for the delinquencies of her son. Too many agencies are condemning without offering suggestions—other than the usual ones of "be good." Such advice is like the proverbial minister preaching to people to save their souls "if they know how." It is highly doubtful that imprisonment of parents will produce socially adjusted homes. It is highly doubtful that blaming anyone will reduce problems of personality maladjustment any more than blaming those who have venereal disease has reduced that malady.

We solve problems when we understand causes and educate peo-

Copyright 1947 by The Payne Educational Sociology Foundation, Inc.

ple to handle themselves intelligently in controlling causes. Parents' associations are a key factor in such education. The expansion of their work is one of the ways to secure better understanding and control of those factors of social living which will make for enhancement of personality for all the family members concerned.

THE JOURNAL editors are pleased to have this presentation by an agency which is so intimately related to the school and its program. The experiences set forth and the problems faced will undoubtedly be of interest to our readers.

FOREWORD

The New York Times on Friday January 24th, 1947, said editorially:

UNITED PARENTS ASSOCIATIONS

Founded a quarter of a century ago, the United Parents Associations has won a valuable place for itself in the community. As it celebrates its twenty-fifth anniversary the organization, consisting of parents whose children are attending our schools, is looking ahead toward greater effort. Through the years the association has developed a sound educational program. It trains leaders of its member parent associations, who in turn guide the members of their school parent groups in current school problems. In this field the U.P.A. has done admirable work in reducing juvenile delinquency as well as in making more effective the total educational forces that mold the child. . . .

It would be difficult to estimate the help, measured in actual dollars or in time, that the parents have given to the schools of this city

The story of how the United Parents Associations plays its part in the life of New York City is vividly told in the pages of this issue by a group of men and women, each of whom stands in a relationship to U.P.A. different from that of the others. The various aspects of the organization begin to fit together, not like a mosaic, which is static, but like the parts and interrelated systems of a living organism that is constantly growing and functioning. Out of the complex whole a pattern and purpose gradually emerge: a unique form of social organization that gives a group of people the opportunity for democratic action in the community, for the benefit of the com-

munity, based on continuous education. Dr. Eduard Lindeman, in a previous issue of *THE JOURNAL*, might well have been describing U.P.A. when he said, "Every social-action group should at the same time be an adult-education group, and I go even so far as to believe that all successful adult-educational groups sooner or later become social-action groups."¹

United Parents Associations is happy to contribute this issue on the occasion of the federation's twenty-fifth anniversary. We thank the editors of *THE JOURNAL OF EDUCATIONAL SOCIOLOGY* for this opportunity, and extend to all of the contributors our warmest gratitude for their generous responses. I, personally, want to express my sincere thanks to Mrs. Melissa Russell, adviser to U.P.A., and to Mrs. Rose Shapiro, president of U.P.A., both of whom gave unstintingly of counsel and guidance in the preparation of this issue.

LILLIAN H. ASHE

¹ Eduard C. Lindeman, "The Sociology of Adult Education," *THE JOURNAL OF EDUCATIONAL SOCIOLOGY*, XIX (September 1945), 12.

Lillian H. Ashe is Co-Chairman of the Elementary Schools Committee and a member of the Organization Committee of the United Parents Associations, as well as Vice-President of the Parent-Teacher Association of Public School 161, Brooklyn, New York.

INTRODUCTION

The First Twenty-five Years of U. P. A.¹

Rose B. Shapiro

In celebrating the first twenty-five years of the United Parents Associations we evaluate the tasks that have faced us and the efforts and energies that went into making our organization the effective instrument for good in our city which it is today. Twenty-five years ago, in a confused world facing problems not unlike those facing us today, the U.P.A. was born to give expression to the need of bringing the home and the school closer together for better education and better citizenship.

Then Warren Harding was President for one year, having been elected on a platform promising a return of the nation to normalcy. The glorious vision of Woodrow Wilson of a league of nations united to resist and outlaw war had already been torpedoed by the failure of our then president and the active opposition of a group of irreconcilable senators. A vivid and dramatic portrayal of this period was seen in the recent motion picture *Wilson*. Again in 1921 our nation was in the grip of the first of a series of postwar depressions culminating in the major depression of 1929. It was by then evident that the ideals for which we had fought in the First World War were already shattered and in ruins, and that the seeds of another world war had already been planted.

In this hopeless and discouraging period a group of farsighted and alert men and women, under the leadership of the late Robert E. Simon, met in New York City to found the United Parents Associations. Their ideal and goal was to establish an organization to function as a lay agency to educate parents to the problems of the youth of that day and of the days to come. They were astute in recognizing that unless parents came to grips with the educational

¹ Remarks of Mrs. Rose Shapiro at the United Parents Associations Fall Conference Luncheon at the Hotel Pennsylvania, December 7, 1946.

processes they were not utilizing to the fullest their democratic rights.

We have traveled a long and hard road these past twenty-five years. There have been momentary successes and momentary failures. One cannot honestly say that the U.P.A. has met successfully all of the challenges which have faced it in these twenty-five years. But then we must remember that the U.P.A. has been affected by the swift movements of events in this time. The boom period of the late twenties, the depression of the early thirties, the rise of totalitarianism, and the horrors of the Second World War have left their marks on our organization.

Today, as a quarter of a century ago, the world again faces the challenge of organizing for permanent peace and economic plenty for all. The vision of Franklin D. Roosevelt of nations united to establish world security must not die as did the aspirations of Woodrow Wilson a generation ago. In this we have a vital stake since we, the parents, we, the people, must always bear the brunt of war. Upon us falls the sacrifice of sending our children into the armed forces to wage war; upon us falls the great burden of supporting a large war machine; and, finally, upon us falls the destructive aftermath of war in the form of economic dislocation and depression. Our job now is to build for a future free from the threat of another war. Our nation is in a position of leadership in both economic and educational development. There will be endless problems to attack. All of these problems facing our nation have their counterpart in the U.P.A. No one can seriously dispute the assertion that an alert and informed parenthood, alive to the democratic ideal, presents the most effective defense for democracy at home. It requires no discussion to assert that liberal, forward-looking education at home and in the school is a sound basis for democracy. Through alert and informed parents we can move forward to better schools, better students, and better citizens of tomorrow.

To secure that kind of parent is the present-day aim of the United Parents Associations. To do that we need the wholehearted, effective co-operation of the Board of Education, and the full and unstinted support of the state and city administrations in improving and modernizing our educational facilities to meet properly our children's needs. We must have capable, intelligent, and farsighted leadership in professional education.

Up to now the problem of maintaining adequate school standards has not been attacked with sufficient vigor by all agencies charged with that responsibility. The spectacle of hundreds of teachers leaving the school system because of low salary standards, the unsightly, unsanitary condition of too many of our school buildings, the overcrowded classrooms and lack of proper facilities, as well as the failure of educational methods to keep pace with the rapid movement of events, do not augur well for the future. In the solution of these great problems, organized parents and educators must utilize all their energy and intelligence. We must break down the barriers that have too long separated parents and school personnel. We have achieved, in great measure, co-operation between our central organization and the Board of Education of New York City, through the establishment of a liaison committee on which sit the president of the board, a representative of the superintendent of schools, and a representative of U.P.A. Such co-operation must be extended and broadened to include all local associations in their relationship with their local school heads.

If we address ourselves wisely and astutely to the perfection of our school system we will have laid the groundwork for a better citizenry. In that way a new generation coming from better schools can intelligently face the task of creating a better world.

Rose Shapiro is President of the United Parents Associations.

UNITED PARENTS ASSOCIATIONS: LOOKING BACK

Angelo Patri

Twenty-five years seems a long, long time ago when I think back to its beginnings, a very short time indeed, when I read the report of the United Parents Associations, and rejoice over its great service to the school children of the city. This organization of today has covered a great distance since the afternoon when a handful of parents gathered in my office to organize a parents' group to help us with the work of our school.

The parents who form the present associations, both the individual groups and the United Group, can have little idea of the difficulties the first groups met. We were refused the use of the school building for meetings. The commissioner said that the parents would ruin the furniture and anyway the school was built for children and teachers, not parents. Parents had no rights in the educational field in those days.

Education was in the hands of the board of education with whom all knowledge, and all wisdom, and all power, especially the power, resided. They built the schools where they chose; they appointed principals and teachers, transferred them, promoted them, and imposed their ideas upon them with despotic authority. They were shocked and indignant when one ventured to question their attitudes. That is also a long, long time ago measured by the situation today when fathers and mothers of the school children have a voice in their education, an influence on the nature of that education, and exercise an intelligent watchfulness on the authorities who control the administration of educational affairs.

It is comforting to know that the fact underlying the successful operation of the schools has won recognition and is gaining in authority—the fact that the only road to success in public-school education lies in the field of parental and school co-operation. One without the other is less than effective. Until the teacher knows the

parents of her pupils, until the parents understand what the teacher is trying to do, until both bring their minds together on their common problem, the children will not get the full benefit of the influences, the opportunities, that the school offers.

School is the extension of home. The teacher must open the classroom to the influences of home and bend them to the child's good, and the home must welcome the teacher's spirit, her aims, and her influence, for the sake of the child's growth.

That growth must be made through activity. No child grows without his own spontaneous action in worth-while effort and accomplishment. The "sit still and listen and obey" school is gone for all time—and good riddance to it. Slowly we are groping our way toward the school that is a section of the life of its community; a school where children work, work with their hands and, above all, work with their own minds. The pressure of authority gives way to directed, inspired action under intelligent leadership.

This seems to me to be the field for the parents' associations to develop, the active life of the classrooms. This requires space; activity must have room. It requires: approximately three times as many classrooms to a school as we have now; three teachers for every one we have at present; a school day that starts early and ends late; a school year that is twelve months long; a camp extension of the school that offers all children a change of environment for two months or so, and offers them a fresh set of experiences—in short, the equipment that gives the teachers a chance to use the life experiences of the children for their development and training. Such work cannot be carried on by the classroom teacher in one room.

I have every faith in the success of this association. I have the same faith in it today that I had when the handful of parents, without leadership, without funds, with nothing but their need and their hopes, found that leadership, that help, that money they sadly needed, in the kindness, the generosity, and the spiritual vision of Robert Simon. It is to him that the parents and their children owe

the inspiration, the strength of this organization today. In writing this brief review it is he who comes to my mind as the great friend and defender of the city's children. The United Parents Associations can do no better than to carry on his idea of helpfulness to the schools through help to the teachers.

My hearty congratulations go to the members; my best wishes they have always had.

Angelo Patri is a syndicated columnist and a former school principal.

PARENTS AND EDUCATION

William Heard Kilpatrick

As we think of how parents do and can work at and for the education of their children, we see that part of the time they properly work in independence of the school, but, part of the time, they should work also with the teachers at a common task and effort.

Preparation for Parenthood: The Period of Infancy

If we take education, as we must, to include everything that influences the child as he builds his personality, then education for parenthood becomes a first duty for parents, chiefly perhaps for the prospective mother, but truly also for the father. Both father and mother enter as causal factors to determine how the child lives and, from this, how the child builds his personality; for the child builds into his personality all his reactions to what goes on about him. The neglected or badly managed child begins, almost from birth, to build a sense of insecurity; and this, persisted in, may build a hurtful maladjustment to plague him and others all the rest of his life.

Beginning, say, about the time he begins to talk, the child builds his self-other compounded selfhood partly out of understanding others by what he first sees in himself and partly out of understanding himself by what he first sees in others. If, while he is thus compounding this selfhood out of these two contrasted sources, he has to fend for himself unduly against the teasing of father or of older children, for instance, he will almost certainly build an abiding unbalance of too much regard for himself, if not positive selfishness in regard to others. And here again is insecurity a danger. It is the mother and father who must, from the stage of later infancy onward, help the child to build a proper balance of self-regarding and other-regarding elements. Further dangers against which they must guard are antagonisms, undue fears, feelings of inferiority, and undue dependence on mother.

Careful preparation for effective parenthood is the safest hope for a healthy personality in the child and the best precaution against dangerous maladjustments.

Going to School

It is nothing less than a revolution in the child's life to leave home for the first time to go to school. Properly informed parents will prepare the child against the coming of this ordeal so that he may make the transition without hurt.

While the child is in his school, his education—which is nothing less than his spiritual welfare embodied in his character—must be seen as the shared and joint responsibility of parents and teacher. Parents and teacher should accordingly come to know each other with adequate intimacy. Cordial relationships should be established so that anything needful can be talked over effectively and completely before trouble comes. Both sides should then be able to uphold each other intelligently and fully.

That this desirable state of affairs may be adequately effected, the teacher should not have so many children that an intimate knowledge of each child and of his parents cannot be gained. Parents, too, on their side must come to understand the new type of school their children are attending, and must not expect that the child will be taught as they were taught. Specifically, parents should not expect their children to learn to read during the first half-year of school: some will, but many will not. To demand it may damage the child. Similarly, parents should not expect their children to be taught formal arithmetic the first year or two of school. In other words, whatever the stage, teachers must expect to educate parents to the newer things their children are doing; and this for the greater happiness of all concerned. Without such an understanding the necessary co-operation and shared efforts will simply be impossible.

Separate Work of Parents from the School

No matter how good the school and its teaching, there still remains a large and separately essential part of education for the home to carry—and this at every stage of child development. This means that parents must continue their serious study of child growth and development until the child has become fully adult; for each stage in the development process brings its peculiar problems. Ignorance on the part of parents in regard to what to expect and do has often brought lasting damage to the youth. A newspaper gave the extreme case following. An ignorant immigrant father, brought before the police court for beating his seventeen-year-old daughter, said: "She is my daughter; I beat her all I want to." There are of course few such cases; but of less extreme ones there are many at all levels of the social scale.

Perhaps the chief problem with parents is how much leeway to give the growing child for making his own decisions. The problem is both complex and delicate. Only by making decisions where there are natural consequences to the self and to others can the child learn responsibility. But some decisions carry such hurtful consequences to the child himself and perhaps to others that parents must interfere. The problem is where to draw the line. We must not spoil the child: that hurts on one side; we must not over-dominate: that hurts on the other side. This baby wishes to climb on this chair. Will a fall injure him or only pain him? If it will not injure him, let him climb. He will learn from his slips. Another baby wishes to play in an open fifth-story window; we must forbid it, a fall would kill him. Grant the child an understood area of free choice; let him learn how to manage in that area. As fast as he learns to manage that area, extend the area, and so on till he is grown. We must be sympathetic throughout, and we have to be

wisely flexible. No two children are exactly alike. We have to learn as we go along how to manage best.

Young and growing children have abounding physical energy. They cannot keep still long; we must not expect it. They have burning curiosity. They wish to explore; and they like to try new ventures, particularly when their playmates are watching. All these things we must know as we try to steer them to ever-better adjustment. They must attempt new and inviting adventures; and they must meet a reasonable amount of success lest maladjustment ensue. Our task is wise guidance to ever-better self-direction.

We must recognize adolescence as probably the most trying period of all. Bodily growth and development presents entirely new problems. Adolescents have to face and solve these problems. We, if we are wise, may help, but the solutions have to be effected by each adolescent for himself. Later adolescence, with its difficult task of becoming an independent adult, lies rather beyond the task of the high school and, accordingly, of this paper—though a beginning must be expected. We must also be very sympathetic at this time. Where we have to forbid, we must so manage that the child still knows that we love him and are really on his side, not against him. Still further, we wish the child to carry with him always the full faith that even if he does wrong and gets into serious trouble, he can still confide in us and that we will help him. Whatever comes, we and the child must not separate in any final sense.

Organizations of Parents

Under whatever name, parents must so organize in order to care in this way for certain educational concerns not otherwise met. Thus, parents and teachers must come together to know each other and to talk over certain common problems. Out of such an organization can also come the education of parents to a more adequate understanding of child development and the newer school procedures.

There are times also when parents, as such, need to be represented before school officials. This will be especially needful where there is a failure on either part to understand the position of the other side. When these representations are properly made, school officials should welcome such an opportunity of coming to an understanding and agreement.

In the like measure parents may need to come, by representation, before the school board or the city council or the state legislature to urge action they deem necessary for good schooling. If parents were better organized and more conscious of proper school needs, schools could be better supported.

Parents as Individual Citizens

In addition to all the proper work of parent organizations each typical parent still has membership in many citizenship organizations. These connections can be utilized for the advantage of the schools. Most parents belong to a political party; many to special-interest groups of both unselfish and selfish concern; many women work in the League of Women Voters or the American Association of University Women. Any parent sufficiently interested in the cause of education may use certain of these membership connections to get education more effectively before the public. Some organizations will, if properly stirred from the inside, join with the United Parents Associations or the parent-teacher associations or the Public Education Association in a current campaign for a new schoolhouse or higher pay for teachers.

One particular line to be cultivated more than it has been hitherto is that of the adult education. We hear a great deal of the atom bomb and the threat it is to civilization. An older and more certain threat is the mounting load of unsolved problems. Each nation has a maximum limit to the load of such unsolved problems that it can carry; when that limit is reached, some dictator will appear and take possession. With ever more rapid change seemingly inevitable in

our civilization, our problems will certainly increase. The only successful way of preventing any nation from reaching its load limit is to increase the effective popular solution of social problems. Better schools and colleges will help here, but no education, once obtained will, of itself, suffice for the postcollege years. Adult education is the only answer. All citizens must by conscious study come to accept responsibility for solving the common problems of civilization.

Conclusion

In all these various ways must parents accept the full task of education, namely: (1) by educating their children in and through the home, (2) by co-operating with teachers in the education of their children, (3) consciously promote, through parent organizations, better school education, and (4) as citizens accept the responsibility for using all available means for promoting education as it may be needed both for our children and for our civilization. The task is hard, but no harder than the need is great.

William Heard Kilpatrick is a well-known educator and former Professor of Education at Teachers College, Columbia University.

PARENT ASSOCIATIONS VERSUS SOCIAL LETHARGY

Dan W. Dodson

The growth of bureaucracy in America has led inevitably to a paralleled growth of apathy of the citizenry in public affairs. The number who vote is notoriously small. The number who belong to any groups or organizations in the community dwindles as urbanism develops. The group structure of American life is seriously threatened. The studies by McGill and Matthews,¹ and those in process by the Mayor's Committee on Unity, show that the social isolates, i.e., those belonging to no clubs, groups, or organizations, range from fifty to seventy-two per cent of the adults in the average neighborhood in New York City.

The reasons for this situation are many, but chief among them is the changed relationship between government and the individual. A transition has been made from the era when people within the neighborhood "communally" supplied the major portion of their needs on a highly personal level to an era when some arm of city government supplies the needs on an impersonal level. This transition shifted responsibility of public servants, who minister to their needs at the local level, from neighbors, to superiors whose directives they have to interpret and execute.

Thus, in a smaller community a school principal is at best only two steps removed from the constituency, and is only one step removed from the policy-making level which is the board. In a large community such as New York City this distance is tremendously increased. The local principal is responsible to a district superintendent, who in turn is responsible to an associate superintendent, who in turn is responsible to the superintendent of schools, who in turn has access to the policy-making board. Then there are the numerous bureaus whose responsibility is to the superintendent; are

¹ McGill and Matthews, *Youth of New York City* (New York: The Macmillan Company, 1940).

divorced, to a large extent, from community needs. Their directives, in turn, to principals have a tendency to further isolate the people from the fountainhead whence flows policy and program.

The result of this kind of development is a lethargy on the part of the people. When they are approached by those agencies of government which would seek their co-operation they know that there is little likelihood that their wishes, desires, criticisms, and suggestions will ever find a way to the policy-making of the organizational structure. Their role as participants consequently becomes more and more that of individuals who are exploited because of their interests to help get done what the school officials want done, rather than the school becoming a vehicle through which the people can function collectively to meet their needs. It has become less and less possible for any group to co-operate with government without having its integrity violated when its desires are contrary to the objectives of the bureaucrats.

The average citizen finds it easier to give up and drop out of such activities than to fight to the bitter end to have his viewpoint respected. Hence, the ability to challenge and to utilize the creative abilities of the citizenry becomes increasingly difficult in the average community. The result has been a growing lack of participation *with* government in community affairs, and a growing reliance upon pressure-group tactics as a means of correcting the evils of maladministration. The only panacea we have for such inefficiency is "vote and throw the rascals out." Oddly enough it is never the bureaucrats who are thus removed, but rather the administrator who was elected whose hands may have been tied by the system that he was called on to administer.

The pressure-group technique has brought results as attested by the Seabury investigation and numerous other reforms but it has invariably been accomplished in a negative manner. Government has countered with programs of public relations designed to "soft soap" what in many instances is bad administration; or it has gone

out itself to organize the community to get a group of citizens as "advisory committees," or, in other such capacities, to serve as a buffer between itself and the pressure groups of the community. The police department, for instance, has organized co-ordinating councils in every precinct in New York City. These councils are supposed to bring together the "leading citizens" of the neighborhood who are interested in youth, and then utilize their services in meeting the needs of the youth of the community. These councils were established by edict from the department within a few weeks time in every precinct of the city. It remains to be seen whether they will be allowed to do anything more than what is narrowly prescribed by the manual issued to them. At the point at which they show creativity which is not prescribed "in the book," in other words, when they become anything more than tools in the hands of the department, they begin to "get out of hand."

The same problem confronts the school system in its programs of community organization. During recent years there has been a tremendous demand for greater use of school plants by the community. Gradually there has developed an administrative way through which such programs could be administered. The problem is one of devising a technique whereby the community can make use of such facilities to accomplish *their* objectives, rather than the use of the plant as "bait" to capture and control community organization. The insignificant progress made to the present time indicates the distance we have to go before an equitable relationship is established.

Another illustration should suffice to drive home the point. The State Commission Against Discrimination is commissioned by law to establish local conciliation councils in every community of the state. Their function is that of spearheading a community program to relieve tensions and of educating against the bias resulting from religious and racial differences. A group of five commissioners and their staff go into the community and decide who shall serve on

the councils and who shall be their chairmen. If it is considered necessary to initiate these groups in this fashion because of the novelty of the approach, the acid test of democratic relationships will be whether they are allowed to adjust as they develop their representation to include those groups which might have been overlooked by this outside agency which came in and set them up.

G. Howland Shaw warns us, with regard to such attempts at organization by outsiders:

To be sure, we have established and we can continue to establish in the underprivileged community a variety of agencies which we have decided should be of benefit to that community; and undoubtedly some if not all of these agencies will benefit to a certain degree some of the members of that community We can also establish these agencies in haphazard and competitive fashion, as we have often done in the past, or we can plan for their effective utilization with as much intelligence as possible through some sort of procedure of co-ordination as we have done on occasions more recently. But, whether the agencies are established or not established, and whether they compete with each other or are co-ordinated, the fact remains that the community is not being really organized either by us or by the people living within its confines. Essentially what we are doing is to decide what is good for the underprivileged area without any real participation by, or even sustained consultation with, the people of that area; we are trying to do something to rather than with it. In the last analysis, our approach is fundamentally authoritarian, fundamentally undemocratic.¹

This is particularly dangerous when the outside agency is government.

Where does the United Parents Associations come into this picture? The history of the organization illustrates the problem which I have tried to analyze. In the early days of the movement to bring parents into co-operation with the schools, the parents and teachers in the community sat down together and tried to work out co-

¹ Gardner Howland Shaw, "Fighting Delinquency from Within," *Better Times*, XXVI (December 1, 1944).

operatively the things that would make for more effective education and a happier life for all. When educational policies were formulated, the parents had an integral part in their making. Significantly they were called parent-teacher organizations. When the little extras were needed which were not provided for in the school budget the parents were glad to raise funds to provide them. *But the parents helped make the decisions concerning what was needed and had full and sympathetic co-operation from the teachers.*

As the school system grew and city transportation allowed expansion of population, this community-school relationship changed. The school's policy formation was taken from the community. The teachers became only incidentally interested in what happened in the community. The parents organizations "got in their hair." The author supervised some elementary education majors in a study of one of the less privileged neighborhoods of New York City just before the war. While studying the community, they also did their observation training in the school. They were tremendously impressed with the way in which so many of the teachers drove their cars to the school to do their seven hours "duty" each day. They picked up the slighting remarks some of the teachers made about the parents organization which, as I remember, was composed of about twenty-five faithful souls who, undaunted by the rebuffs they received, persisted in meeting (the school had an enrollment of over 1,500 students). The attitude too frequently given expression was that these parents "knew nothing about how education ought to be conducted. They got in the way of the teachers in doing their work."

Dr. Louis Herbert made a study of an area of the Lower East Side of New York City for his dissertation for New York University. One project of his was to spot-map the addresses of the 231 teachers who worked in the area he studied. The map showed that only eleven actually lived in the area. Many lived as far away as Great Neck, Little Neck, and places in New Jersey as distant as Montclair.

While I am not one who would advocate that teachers be required to live in the neighborhood in which they teach, these facts do illustrate the tremendous gap between the neighborhoods and those who come into them to run community-agency programs.

Thus the second stage of the development of the present parent groups was a stage in which the school faculty became divorced from the parent groups, or else the school leadership gave the parent groups "busy" work to give them a sense of participation and keep them out of the way at the same time. Parent groups were called on to buy curtains for the school, to guard the doors during school hours, to provide movie projectors or a school flag; it is reported that one principal even "wangled" a linoleum rug for his office and wax with which to polish it. Thus it was evident that parents were being used as tools in the hands of the school authorities, and were having their interest in their children exploited.

Parents began to ask if it should be their responsibility to buy those materials that are an accepted part of the school equipment. They began to realize that such dependence upon the generosity of the parents made for inequalities in the educational system because these items could be bought by parents only in the neighborhoods that were better off economically. They began to realize that the citizenry could not function under such an arrangement without having their integrity violated. They could not be maneuvered into doing the leg work only in providing assistance to the school and then be denied the opportunity of participating in the determination of fundamental policies. They realized that, instead of providing them themselves, their time might be better spent trying to get the city fathers to make provision for these necessary services.

Thus, the United Parents Associations entered the third stage of its development, namely, that of focusing its objectives upon helping to develop in parents and parent groups the understanding of the kinds of standards which public education should have, and holding the schools to a high level of performance. It is only through

this pattern, namely a highly intelligent citizenry, that the citizen groups can participate with government in achieving mutually advantageous objectives without destroying their autonomy.

The responsibility of the citizenry then becomes that of constantly appraising the schools' effectiveness, co-operating at those points at which co-operation can be achieved without too great a destruction of citizen autonomy, and standing in the role of constructive critic at those points at which education fails to measure up to its responsibilities.

This kind of relationship bids fair to bring about a much needed new social invention in our society. If it can be perfected by this organization in the next twenty-five years, it will have shown the way to resolving the dilemma between being a pressure group with only negative objectives on the one hand and a tool in the hands of government agencies on the other. It will take the development of legislation out of the present pattern of "a result of pressure forces" and make of it an instrument for achieving intelligently planned objectives established co-operatively between citizenry and government. Needless to say there are many hurdles in the way of achieving such a laudable objective.

Social control through education is much slower than control through persuasion, propaganda, and emotion. The central organization of the parents association must take care that it does not itself violate the autonomy of the local associations. This becomes difficult at points at which local groups do not agree with the decisions reached in the city-wide assemblies. Local units, on the other hand, acting in the name of the federation can sometimes be an embarrassment to it. Such an organization, reaching as it does, either directly or indirectly, nearly 250,000 adults always attracts much more than its share of those who would like to use it to enhance their own political or social ideologies. The community, the school system, and the central organization of the United Parents Associations must have enough confidence in local groups of parents to believe

that there is no one but they themselves who know what is good for them—if the processes of discussion and evaluation can be kept open so that they are intelligently informed on the given issues as they arise.

In the turbulent days ahead, as ideological conflicts sweep our community and groups try, as inevitably they do, to gain the control of the free public-school system, the surest hope of the security of the future and the surest safeguard against the indoctrination of the young by those who would use them as puppets in their hands will be strong, well-informed, intelligent parent groups, who know what the score is on any given issue and will co-operate with the school system at those points at which they can accept school policies, but will fight the school system or anyone else at those points and in those areas in which any obstacle would be thrown in the way of the development of the personalities of their children.

Dan W. Dodson is Chairman of the Mayor's Committee on Unity, Managing Editor of *THE JOURNAL OF EDUCATIONAL SOCIOLOGY*, and Assistant Professor of Sociology in the School of Education of New York University.

A CO-OPERATIVE ENTERPRISE: THE JUNIOR HIGH SCHOOLS IN NEW YORK CITY

Elias Lieberman

Parents and the Schools

The education of a child begins at birth and remains largely under the direction of the parents during the preschool years. The beginning of formal schooling represents the formation of a partnership between the parents and the professional staff in which the parents avail themselves of the skills and facilities of the school without shedding their own primary responsibility and influence. It is a truism that every teacher and principal is keenly aware of the importance of the parents' function in this partnership; indeed it is safe to say that every school staff considers the influence of the home capable of reinforcing the efforts of the school, on the one hand, or of nullifying them, on the other.

If we accept the premise that the educative process requires the active co-operation of parents and schools, and the premise that a parent association is the most effective single instrument for cementing the bond, it is a fair conclusion that every school ought to have such an association.

On every level of the school system, philosophies, procedures, nomenclature, courses of study, guidance, and postwar adjustments are in a state of transition that simply demands adequate interpretation to the parents. The program of elementary education is still an unknown quantity in the minds of too many parents; the junior high school is still an innovation which none but the youngest parents knew as pupils; the senior high schools face tremendous new problems of educational and vocational guidance; and the emerging status of the vocational high school bears, implicitly, the obligation of undertaking a program of parent education.

Parent associations and parent-teacher associations often take the

lead in such parent education. They are also instruments through which school authorities can interpret existing policies and new developments to the parents in order to gain their active support. Uninformed parents, insecure in their lack of knowledge about new methods, clinging to the old ways, and clamoring for the *status quo*, can be a hindrance to school leaders. In changing the function and structure of the schools to meet the needs of today, educators should make use of parent groups as channels for the exchange of information and ideas with the mothers and fathers of our young people. For that reason, whatever form the parent organization takes, the important factor is provision for full liaison between the parents' group and the professional staff of the school.

In the light of these principles, let us examine the program for junior high schools in New York City as an example of co-operative enterprise between parents and schools.

The Opportunity and the Challenge

In some respects the junior high schools of the City of New York offer the greatest possible stimulus to the co-operative efforts of both educators and parents. Desirable goals are plentiful because the junior high schools are the most recent additions to the metropolitan school system and therefore encourage the spirit of pioneering. Their recent institution, interpreted in terms of opportunity, means that a large-scale building program must get under way soon in order to realize objectives which today, in many schools at this level, must be drastically modified because of a lack of proper facilities in old structures. Furthermore, parents and the public must still be educated to a full realization of what this type of school can do, and is doing at its best, for the education of the early adolescent boy and girl. The aims, objectives, and activities, both curricular and co-curricular, of junior high schools, need to be interpreted to parents, since these schools are still regarded in many quarters as educational interlopers. Lastly, because of their comparative new-

ness, junior high schools have not hit their full stride as yet in devising the ideal curriculum for the age range of twelve through fifteen; nor have they, in spite of very commendable progress made in the last five years, formulated a program for character education proportionate to the great opportunity offered. During this period of adolescent awakening each school must guide its pupils effectively to realize themselves in complete relation to the society of which they form so important a part. Only partially has this been done. Careful planning and practical idealism on the part of both teachers and parents are indispensable if further progress is to be made.

Let us consider the goals set in the light of what parents can do, particularly through their associations, to promote the junior-high-school idea and to make it a dynamic factor in the education of our early teen agers.

The New Building Program

Thanks to the efforts of Associate Superintendent Nickolaus Engelhardt, population studies have been carefully made in order to provide a prognosis of the city's school-building needs in the years immediately ahead. But no matter how fast this program, now in the blueprint stage, becomes visible in completed structures there will be a need for modernization and rehabilitation in buildings that are old but still usable. Who can point out more forcefully than the parents of our children in the junior high schools the sore spots where our educational work is hindered by remediable conditions? Again and again, parents associations have gathered data, have interviewed educational officials and city officials, and have fought the good fight and won because they were battling for the welfare of their own sons and daughters. They have campaigned for more play space, for suitable lunch rooms, for better auditoriums, for more shops and special rooms, for modern equipment and adequate supplies. It is dollars and inertia versus the future of youth and a dynamic concept of education as growth and developmental experience.

Parents will be pleased to know that due to the studies made by Associate Superintendent Englehardt and his staff, aided by officials of the junior-high-school division, classroom designs for the future include alcoves for committee meetings, library corners, audio-visual aids including motion-picture screens, charts, blackboards, bulletin boards, and plenty of room for various arrangements of movable furniture.

Education of Parents by Parents and Teachers

The United Parents Associations has taken the lead on frequent occasions in substituting correct information for prevalent misinformation and accurate data for irresponsible rumors. The author, staff superintendents, and principals of junior high schools have addressed groups of parents by arrangement with U.P.A. officers. Through careful selection of topics and material they were able to clarify existing policies. Parents do not always realize that the junior high school in its exclusively teen-age atmosphere offers unusual opportunities for training young people in concepts of responsible citizenship through actual participation. In the average eight-year elementary school there are not enough upper classes and upper-class students to do this effectively. The more children there are of a given age range the more combinations are made possible of clubs, classes, forums, and groups to help children develop their own powers. It was because the junior high school is so rich in educational opportunities for self-realization that the *Report and Recommendations of the Committee on Junior High Schools*, published in June 1939 contained the following conclusion with which all parents ought to be familiar and the implications of which they should try to understand: "Accordingly the Committee recommends to the Board of Education and the Board of Superintendents that the present policy of reorganizing the school system on the basis of six-year elementary and three-year junior high schools be continued, and particularly that junior high schools be

extended as rapidly and as completely as local conditions permit." The expansion indicated can be best accomplished with the aid of parents to advise educational officials in regard to local needs. Parents associations can aid the process of transition from eight-year to six-year elementary schools and to junior high schools by providing opportunities for full discussion of this new trend. Cooperation is an essential preliminary to setting up new and functionally desirable educational patterns.

Curriculum Revision and the Parent

Curriculum Bulletin Number 2, 1945-1946, has just been issued to serve as an over-all prospectus for the next decade of the curriculum changes that lie ahead. It is entitled *A Guide to Curriculum Improvement in the Junior High Schools of New York City*. The purpose of this bulletin, completed after several years of faithful labor by a committee of teachers and supervisors, serving under the co-chairmanship of Assistant Superintendents Mary A. Kennedy and Florence S. Beaumont, is explained by the author in the Foreword. A passage from this statement is terse enough to allow quotation: "Wise progress, whether it be in government or in curriculum making, ties up the desirable new with the time-tested old In these pages we have endeavored to point out how the schooling of a junior-high-school pupil may be made a vital educational experience. It can become so, no matter how sound the theoretical basis for a new procedure, only if the new concepts are thoroughly understood and linked carefully to meaningful practice."

Since curriculum making and revision in a modern sense involve the home and the environment of a child as well as all of the resources and agencies of a complex society it follows that parents can help by making available to school officials their own experience based upon intimate knowledge of their children. It is strongly recommended that certain parts of the bulletin be made the subject

of reading and discussion by study groups of parents associations. Particularly useful for this purpose are the following chapters: II—Junior High School Pupils, Physical, Mental, Emotional and Social Characteristics; III—Objectives of the Junior High School; IV—Significant Advances in the Junior High Schools; V—Principles Underlying the Junior High School Curriculum.

The Junior-High-School Teacher as the Parent Wants Him to Be

Although the junior high school has the status of a secondary school it deals with students more immature than those attending senior institutions. The junior high school was intended to provide an easy and natural transition from the one to the other, to be a place where early adolescents may begin realizing their possibilities and developing their nascent powers. This has its logical implications for the teacher and the parent mutually anxious to secure the best results. First, it must be remembered that the junior-high-school pupil cannot be treated to the kind of compartmentalized education that develops the independence and promotes the initiative of his older brother or sister. A junior high school aping the program and the period-to-period procedure of the senior high school too slavishly works a grave injustice upon the teen-age pupil, who needs much more individual attention and guidance. To be effective the latter must be preceded by the teacher's understanding of his young charges. How can this be achieved when the teacher is forced to be subject-minded because of a procession of pupils in numerous, diverse classes entering every forty-five minutes for a segment of instruction? Such conditions do not favor the friendly relationship between teacher and student necessary for guidance. If the junior high school is to perform its exploratory function in a satisfactory manner the teacher must meet his pupil for several periods a day. This necessitates a more varied program for the teacher. In addition to his specialty he must teach other subjects.

A few years ago the Junior High School Division of New York City's Board of Education took the lead in forcing a change in eligibility requirements then in effect for junior-high-school teachers. Every prospective teacher now must pass an examination not only in his specialty but in common branches: English, social studies, and mathematics. Broader preparation on the part of teachers today enables principals to assign to them programs calling for the teaching of several subjects to the same pupil. Teacher and student see more of each other with a consequent advantage to both. The teacher's judgment in evaluating the exploratory experiences of his pupil takes on greater validity. Added to the data a parent can furnish, if need be, the personnel record card of a child in a junior high school provides valuable guidance material. No decision in regard to the higher school a child is to attend should be based only upon subjective impressions or, even worse, upon a benevolently intended guess.

The new requirements are in many respects more difficult to meet than those set for teachers in senior high schools. Recruitment of new teachers has been affected. Parents who see the wisdom of the changes inaugurated and who believe that the junior high school offers an unusual opportunity for more vital student-teacher relationships will welcome the new order. They will do more. To attract the best men and women as supervisors in our junior high schools they will insist upon a single salary scale for all secondary schools. This will do belated justice to a group of earnest, professionally skilled men and women.

Character Education

National attention has recently been directed to a project in self-guidance completed by junior-high-school students in New York City. When challenged to suggest a few simple rules of conduct which would prove acceptable to them and to their classmates they formulated a code of behavior which after thorough dis-

cussion, resulting in numerous revisions, was overwhelmingly approved by a vote of more than 100,000 junior-high-school pupils. Following this a manual of behavior was compiled based upon the code and interpreting it in terms of actual student experience at home, in the subway, on the street, at the movies, and in school. More than a year of intensive, co-operative student effort preceded the compilation of the manual. Through posters, the school paper, assembly programs, and home-room discussions, both the code and the manual have continued to be living realities instead of just verbal attempts at counsels of perfection.

In the coming year principals and assistant superintendents will conduct an evaluation of results with a view to instituting a comprehensive program of character education that would be a model of its kind for the entire country. Parents are invited through the schools attended by their children to make such contributions as will help ascertain the best methods for making children conscious of responsibilities and obligations as well as rights and privileges.

The Junior High School Division is engaged in a fascinating educational adventure with your children. Parents should share with us not only the occasional headaches but the thrills of achievement.

Elias Lieberman is Associate Superintendent of Schools in charge of the Junior High School Division of the Board of Education, New York City.

U.P.A. EDUCATES: TRAINING FOR LEADERSHIP

Lillian L. Hacker

Parent education has been characterized as a folk movement. It stems from the people and must be carried on by them. In recognition of this principle the United Parents Associations has for several years conducted courses in leadership training.

The purpose of these courses is to develop leaders from among the ranks of the parents who will become better equipped to do more effective work with other parents.

Who are the members of such a group? For the most part they are mothers and fathers who either are already in some position of leadership in their school community or are preparing for it. They may be chairmen of parent-teacher-association program committees, newly elected executive council members, vice-presidents, future childstudy group leaders, or perhaps interested parents who would like to volunteer to be grade mothers.

The members frequently vary in social, economic, educational, racial, and religious backgrounds. In order to ensure widespread representation, the U.P.A. limits each affiliated school to two members in a leadership-training class. But they all have one common interest from which arises a common goal. They want not only better schools for their children but a better world for them.

This year the leadership-training program offered many courses. At least three of these courses, each consisting of eight sessions, faced the same basic problems as the series developed, although each approached the objective of training for leadership from a different aspect.

Mrs. Jean Grossman¹ used family life as a focal point. Dr. Willard Johnson² emphasized racial understanding. My course stressed home-school-community relations. Obviously there was no clear-cut distinction between any one area and the others.

When my class met, although there were sixty people present,

¹ Mrs. Jean Grossman is Director of Parent Education of the Play Schools Association.

² Dr. Willard Johnson is Vice-President of the National Conference of Christians and Jews.

I attempted to discover what the needs and interests of the group were. The immediate problems came forth without delay. The two most pressing ones were: (1) how to make a good speech, and (2) how to ensure large attendance at parent meetings.

The matter of the speech was given priority. This was a rich opportunity for an analysis of the relationship between effective group leadership and speech making. Such questions were raised as: For what audience is the speech intended? What are the interests of this audience? How has the speaker discovered what these interests are? Does a "good" speech imply an effective form in which to *give* an audience one's *own* ideas? How do we know whether the speaker's ideas and the interests of the audience coincide?

In thinking through these and other questions the concept of human relations loomed large. A speech changed from an academic exercise to a communication between persons. How can we, in a speech, talk to our neighbors, our school parents, as friends? What is the human element that we must consider in each situation? This became the keynote of the course before the first session was over.

This group was unusually alert and needed little more than initial momentum to start it and help it grow. At the close of the first meeting one mother pointed out that there was no need for worrying too much about giving a good talk. That would come in time—particularly if we meant and felt what we had to say. Her own problem could not be solved as easily. A large number of non-English-speaking families had recently moved into the neighborhood. While their children attended the school, the parents took no part at all in parent-teacher-association activities. How could they be reached?

This question challenged the interest of the class and it was decided to discuss it at the next meeting. This led into further exploration, this time into the community. What effort was the school

making to welcome these new children into the school family? How was the community accepting the recent arrivals? What were our own attitudes toward various groups? What effect did these attitudes have upon our children?

"And speaking of inactive groups, what about fathers?" queried another mother. What a responsive chord was struck in that room! How, they asked, can leaders turn father-interest into father-participation? An analysis was made of the psychological and social factors here involved. And then from the group came helpful suggestions to aid in overcoming this difficulty. And always the recurrent theme: "We are dealing with human beings whose motives we must understand, whose values we must accept, and whose importance we must recognize."

With this in mind it was comparatively easy to estimate correctly the place and value of large meetings. One of the great gains of a large meeting, we found, lay in the building up of small special-interest groups in a school organization. Then, when a common interest appeared, preparation had been made for all these groups to assemble together. Such a large meeting thus had meaning.

Although Mrs. Grossman used the family-life approach, many parent-child situations presented themselves in our group as well, e.g., money, work for adolescents, late hours. The parents raised the question about the relation of the school and the community to each of these. What was the school doing to help develop attitudes toward money, to create school-work programs and recreation facilities? What right do parents have to raise questions in an area that belongs to professional educators?

One mother, Mrs. R., who was chairman of her school's home-school relations committee, received a complaint from the eighth-grade parents whose children were graduating this year. The principal had refused the children's request to have an evening party instead of the usual one in the afternoon. A committee of their

parents had gone to the principal and had offered their co-operation for an evening party. His reply was that the custom and tradition of the school decreed an afternoon gathering, as it had for eighteen years. What should Mrs. R. do?

Our group saw the important position of leadership this mother held. Many human interests and many real values had to be understood and appreciated in this intricate problem. The collective thinking of the class in turn helped Mrs. R. to utilize the collective thinking of the parents and children in her situation. She did not feel called upon to solve this problem *herself*.

Learning to think, work, and share with others came slowly. This was to be expected. Such co-operation was not an integral part of our school experience when as children we were first exposed to social living. Therefore it is not unnatural that the idea of leadership is associated with "doing for" rather than "doing with."

When the group first came together, it was generally expected that the "teacher" would in eight easy lessons "tell" her pupils how to become effective leaders. It took several sessions to break down this traditional pupil-teacher concept by building up and *living* the concept of intragroup learning. It was indeed gratifying when in an informal evaluation at the end of the eighth session one mother said, "I certainly found out one thing—these are very smart women in this class."

Throughout there was a dual approach: content and technique were both discussed. What was happening to the group? To individual members? To groups within the group? Why? Was it desirable?

My opinion is that in such a short time little more can be done than to help in the development of a human-relations point of view and in the growth of the understanding of others. When group members begin to recognize the worth of other people's values, something positive has been achieved.

It also becomes clear that there is no particular body of content matter available to offer would-be leaders other than that for which they indicate a current need. And these needs vary with each group as do the individuals within it. But without the foundation of a sound attitude on which to build, information of itself can be of little value in a leadership-training course.

These parents return to their own schools with a greater appreciation of themselves and of their fellow parents. From this stems strength and security. Armed with these, they can learn to take their rightful place in the school and community.

With the aid of a grass-roots organization like the United Parents Associations, parents can become a positive and constructive force in bringing about better schools and a better world for their children.

Mrs. Lillian L. Hacker is an Associate in Curriculum and Teaching of Teachers College, Columbia University and a specialist in Family Life and Parent Education.

MOVIES AND CHILDREN: A CHALLENGE TO PARENTS

Esther Speyer

Parents who have thought about the influence of motion pictures on children want the answers to primary questions. Are films made for children? The answer is "yes" if the age range includes from six to sixty. Are Disney features and shorts and other cartoons made for children? The answer is "yes" if the age range is still from six to sixty. Are films, titled with exact names of well-known children's books, true to the contents of these books? The answer is "yes" if you have not read the book since your own early childhood and your memory is hazy.

Let us not wear blinkers when we consider the suitability for children of Hollywood productions. Hollywood, to our knowledge, has never made a film exclusively for children.

All thinking parents are concerned about the films their children see. Not all can put into words just what they mean. They tell us that motion pictures influence their children; they tell us that some of that influence is good. They also tell us that most of the influence thrust upon their children by this medium of communication is of a most doubtful character. They say that situations in films are bringing life's realities to young children too soon, are opening up doubts about family relationships and friendships, are emphasizing brutality, cheating, lying, violent death. The theaters' marquees state that on Saturday the program is for children. Parents ask, "Then why is my child upset?" Were other children upset by what they saw there, too?

Citizens have accepted without much protest the films they see; but citizens, as parents, are not as complacent. As chairman for several years of the Motion Picture Committee of the United Parents Associations, I have borne the brunt of the ceaseless questioning. There are answers I need to know, too. Are parents too criti-

cal of the motion pictures their children see? Are parents wrong in their judgment of the films their children see? Are parents unnecessarily intensifying their own and their children's reactions to so-called children's films?

In an effort to arrive at constructive conclusions, the United Parents Associations has initiated courses for parents in which doubts and misgivings can be fully aired and actual reactions of children to films recorded from parents' experiences. One course, *Movies and Children—Standards for Evaluation*, is being conducted by Dr. Irene Cypher, administrative head of New York University's Film Library and associate professor in the training of teachers for the use of visual materials. The members of this course are thinking through to some sane, common-sense standards for better motion pictures for children.

Parents are also constantly asking about films shown in school, both as entertainment and as visual instruction. To help answer these questions, the United Parents Associations initiated a course last September, *Movies in the Classroom—A Course for Parents*. This is being conducted by Miss Rita Hocheimer, assistant director of the Bureau of Visual Instruction of the Board of Education of New York City, with the assistance of her entire staff, as well as other principals, teachers, doctors, and producers of films for school use. The basic purpose of this course is to familiarize parents with various aspects of the work of the bureau, the problems connected with teacher training, budget needs, the use of visual-aids equipment and materials, and the contribution of motion pictures as a visual instruction tool to education.

Our parents are seeing for the first time the films their children see in the classroom, and are learning how these are integrated with the present curriculum. One demonstration lesson was observed by parents when a sixth-grade teacher and her pupils discussed a film, just viewed, in relation to their classwork on South America. An understanding of the methods of teaching by films

in the classroom is as important for parents as an understanding of the effects and influence on children of motion pictures whose prime purpose is entertainment. We feel that this educative process in both fields will help parents become more articulate so that those attending the sessions may take back to their own local parents associations what they have learned, and help formulate parent opinion in the community.

We hope the time will come when we, the parents, will be consulted *before* the production of films for children, not *after*. We hope, through the education of parents, to be able to give to producers and directors a really helpful guide in the production of films for children. We hope there will be produced, and soon, motion pictures designed specifically for children, just as books are written for children at several age levels.

If films for children are as delightful as books for children, there is no reason why they should not entertain, educate, delight, be long remembered, and be seen again and again. If films are made with a young audience in mind, such films will live forever, even as do the great books for children. There is a great opportunity now for parents to lead the way in the development of a new film literature for children and to encourage the use of films in the everyday learning processes in the classroom. It is up to us, the parents, to use this opportunity and, by co-operation with the community, the industry, and the schools, make our hopes become reality for children.

Esther Speyer is Adviser to the Committee on Motion Pictures and Visual Instruction of the United Parents Associations and Editor of *School Parent*.

THE IMPORTANCE OF UNITED PARENTS ASSOCIATIONS TO THE WELFARE OF THE WORLD'S GREATEST CITY

Newbold Morris

We in New York City who are interested in progressive education should be grateful to Dr. Dan W. Dodson, managing editor of *THE JOURNAL OF EDUCATIONAL SOCIOLOGY*, for turning over this March issue to the United Parents Associations of Greater New York. The U.P.A., celebrating its twenty-fifth anniversary, has filled a most important need in our city. All of us, who are in one way or another connected with government or with education, must realize that parents are an important part of any public-school system. But under a democratic way of life, parents must organize, and, through their organization, become articulate. Organization in our complex society is almost a necessity, for it is through the representative duly elected by members of organizations that a spiritual link is forged between the public interested in special phases of government and government representatives, between city employees and duly-elected officers, or between management and labor.

Through these relationships ideas are cleared; many are discarded; others are adopted, crystallized, and become part of a program. For the benefit of the entire membership, these duly-elected representatives develop the program and present it to the appropriate agency. For a quarter of a century U.P.A. has been co-ordinating the activities of member organizations, working throughout the year for improvement of our public-education system.

Democracy means many things to many people. Everyone would agree that democracy means the freedom and integrity of the individual. That concept is simple enough. Democracy in action means the establishment of standards by organized society. I like

to feel that America has grown strong because every year we try to lift those standards—whether they be standards of health, or housing, or recreation, or working conditions—or most important of all, education. From one legislative session to another there is constant restlessness and dissatisfaction. The standards which seemed to meet the requirements of yesterday are not adequate for the requirements of today. But instead of filling the hearts of certain of our neighbors with fear, such “agitation” should be considered evidence of vitality. When our people feel that they have reached the millennium, when we become complacent, the whole purpose of democratic institutions will have been lost.

And so for the thirteen years that I have been active in the municipal government I have listened at public hearings to the insistent demands of various groups; and the most compelling of all these voices has been the voice of the U.P.A. To hear these mothers and fathers asking for new equipment, for new textbooks, for adequate toilet facilities, for child-guidance units, for vocational counselors, is like listening to the heartbeat of New York City.

Most of this work and thought and effort is performed by volunteers, parents interested in the education of children. But printing, stenographic work, a certain amount of research work, all cost money. This year the U.P.A. is going to the general public for support.

Is this public appeal justified? This is the kind of question those who are not parents of public-school children, or who may not be parents at all, have a right to ask. Everyone seems to believe in a public-school system; the institution is as old as our country. Starting out with the narrow concept of teaching our children the three R's, public education has developed into a far more important part of our community life. Schools are community centers or should be community centers. Children have a great deal more to learn today than most of us who were brought up in the security of a world comparatively undevastated by war. Coming into an era

when the knowledge and use of atomic energy may revolutionize society as we know it, it is more important than ever before that our young people should have knowledge of human nature. The United Parents Associations has understood this need for an expanding concept of education; it has understood the importance of teaching the techniques of democratic living. Just as each parent interprets the future in terms of the development of his or her own child, so does a whole group of parents interpret the future in terms of the development of a whole new generation.

We all learned that "a little education is a dangerous thing." Pope's words are just as true today. We need more democratic education, more teachers with a greater degree of vision and security, and modern, sanitary, cheerful buildings in which to teach. Are not all of these arguments worthy of any citizen's consideration—whether he is a banker, manufacturer, businessman, or a real-estate operator? Is it not to your personal interest to make sure that your community grows in strength and beauty? If our children are brought up in squalor and are given a shabby education, this does not make for prosperity in the future.

For these reasons I feel that the mission of United Parents Associations is the mission of every one of us who believes in democracy and the democratic way of getting things done. If citizens contribute to the U.P.A. they are contributing to the work of men and women who are banded together to improve the society of which each is a part. Some of these fathers and mothers no longer have any children in school—their boys and girls have grown up since they first joined their local parent association—but they have stood by because many of the dreams they had for their own children are still unrealized and they are unwilling to abandon the quest!

Perhaps some of our friends do not realize that the activities of the U.P.A. involve parent education also. Parents can find out how to improve their work as parents. They have an opportunity to

learn about the local services to which they are entitled as taxpayers and rent payers; they have an opportunity to find out how their government works or where it has failed. Most important of all, they learn to work together democratically.

Unfortunately, in this most important function of all, responsibility for education is dispersed and divided. While education is a state function and held to be so by the highest court in the state, the largest burden of financing is left to the city. More recently in certain specialized activities, the Federal Government has offered a small degree of aid. But few of us realize that the state has never built a school nor a library, and state aid for education is totally inadequate. U.P.A. representatives have to travel from City Hall to Albany, and then to Washington—and are frequently put off by a shrug of official shoulders—and frustrated, they prepare for the next session.

Democracy thrives only in direct proportion to the active participation of those who care enough about democracy. It will thrive because people do care. When we become cynical and complacent, democracy withers and on many occasions has almost died—yes, right here in our own country. Its life has been crushed out in many other parts of the world. And so I come back to our original question: Is the United Parents Associations essential to the welfare of the City of New York and therefore deserving of public support? The answer, of course, is a strong affirmative. In itself a democratically functioning organization, it is one integral part of the pattern of democracy in our city. It is one of the links in the relationship of the government to the people.

Newbold Morris is the former President of the Council of the City of New York and Member of the City Planning Commission.

DEMOCRACY AS ORGANIZATIONAL GROWTH AND ACHIEVEMENT

LeRoy Bowman

Factors in the Development of Organizational Democracy

It would be difficult to overestimate the importance of democracy in the organization and procedures of a body of parents covering a metropolitan area, such as the United Parents Associations of New York City. Democracy goes far to set the pattern of working together for thousands for whom parent organization is the single or chief avenue of participation in the life of a huge city. The magnitude of educational, social, and civic problems in a modern city serves to prohibit satisfying civic experience for citizens, except through carefully organized channels. The strength of the appeal of parent organization adds to the significance of the factor of democracy, since it involves for fathers and mothers not only a chance to play a part in the world, but the most effective way of setting the standard of education for their children and, in other ways, building for them a better world. Democracy in parent organization brings results in the present and lays foundations for the future.

Twenty-five years of the history of an organization is a period short enough for any understanding of the vitality in the professed purpose of working together. It is not the particular form of organization at any given moment nor the protestations of any given leader that the common good is his only aim that are important. It is rather the persistent genius of an organization to pass through stages of development, maturing, as it were, ways of working together, and techniques of accommodating conflicting factors in an enlarging group, and particularly methods of training all its members in co-operative group ways and its prospective leaders in the processes of socialized leadership. These are the factors of genuine and lasting democracy. Some of them take years to emerge. Several

of them are not understood by the members of a group; an understanding of them is a unique responsibility of those leaders personally disinterested in immediate returns or large measures of prestige. Democracy has to be learned by every individual and by every group through long experience, that combines both foresight and trial-and-error efforts. In the end it is more a habit than an idea.

A habit grows. In its development the habit of getting along co-operatively in an organization passes through critical periods, to be noted especially by analysts of democracy such as the writer and readers of this article. They are:

1. The matrix out of which the group sprang and the fumbling, often-mistaken but educationally valuable efforts to focus common action
2. The beginning of the formal organization, which usually crystallizes beginning forms and methods and perpetuates them for good or ill
3. Periods of reorganization, when the growing plant is trimmed or the direction of its new branches changed from (or brought back to) that of the original trunk
4. The rise and abdication of different types of leadership
5. The stages, as they evolve or are brought about by leadership, of differing experiences through which members and prospective leaders go, and which determine the adaptability of the organization to progress

There are undoubtedly others, but five are enough for twenty-five years of history.

The record of the United Parents Associations is a rewarding object for the present inquiry, because, for one reason, it has passed through such stages as those outlined above. Another reason is that from the start there has been a genuine desire on the part of most of the leaders to put the control of the organization more and more into the hands of the members themselves. There have been sufficient numbers of member associations, and individuals connected with them, to make the organization very representative. Mistakes have been made, large and small, and numerous enough to make the twenty-five year experience educative, assuming that we learn

by mistakes. There is a continuous thread of interpretation to be followed through a few persons whose identification with the organization extends through the quarter century. Lastly, it is now a vigorous organization and holds in its hands a function for Greater New York that would justify enormous growth beyond its present considerable size.

Before the Beginning

The United Parents Associations was late in getting under way, and therein probably lies two of the reasons for its rather sound start and continuous existence. The first is that false moves were made, but not by the organization itself, which pointed up danger areas. Certain parent groups, young and unaware of the distinctions such groups must make in order to survive, were active in the drive to bring the Gary school plan to New York City. Parent associations have learned that civic work is one of their chief functions but that they must not be swallowed up by any political move. In the same way, the sympathy of a large number of parents for teachers' needs led them into a project planned and directed by teacher organizations that turned out badly for the parents.

The second reason lies in the fact that parent groups existed and varied among themselves in purpose and composition before the federation was formed. That fact prevented wholesale development of one doctrinaire type of local parent group by a central agency. It also gave from the start a purpose to the central group of finding out the needs of unit parent organizations and serving them.

The need of the United Parents Associations has, because of its late start, always been thoroughly appreciated inside and outside the organization. It never seemed artificial, chimerical, or largely the notion of one or a few persons.

Beginning Organization

Every organization has its inception in the mind of some one person and spreads as he, formally or informally, spreads the idea

and induces others to take part in it. So it was with the United Parents Associations. The founder of the federation, Robert E. Simon, followed a course in one respect that was favorable to the growth of democracy within it: he brought in the leaders of parent groups on a social basis. They came to know each other, and their needs formed the basis of the work of the central organization. Mr. Simon certainly had realized the dual function of a parent association, namely, parent education and influencing the community to provide the right environment and training for the child, but he wisely allowed first contacts to be spontaneous. It is incidental that the founder, out of his pocket, met a large fraction of the early budget needs. One feature of his leadership was of the utmost importance for future developments: he was genuinely modest and hence glad to see changes in the organization he had started. For many years his was the leading place in the organization that went through more than one of the metamorphoses that organization must, if democracy is to spread and grow. There was continuity accompanied by adaptation and not the crystallization that strangles as it perpetuates first patterns and procedures.

Expansion and Its Aftermath

An organized effort intended to bring into its membership large numbers of persons, soon after it has established itself, faces two great needs. The one is to reach all persons who are potentially members of it; the other is to work out co-operatively methods of doing things together so that all share in the planning, the doing, and the benefits. At least the United Parents Associations found itself in that position. Which comes first is not an easy question to answer; for, if the mass is reached before co-operative methodology is established, ideas and methods of mass extension may dominate for years to come. If, on the other hand, democratic methods are perfected, attention is distracted to them, satisfaction and pride of the members of the original group are taken in these methods rather

than in expansion, and outsiders do not feel at home when they think of joining.

The next step in the evolution of democracy in the United Parents Associations was a long one taken in the direction of expansion. Little evidence points to any realization of the leaders at that time that it was only partial progress. An efficient staff was engaged; financial appeals were made intensively and systematically; public relations were developed under paid professional leadership; magnificent expositions were put on at Grand Central Palace. The budget reached its highest point of \$41,000 and the number of member associations rose rapidly.

It was the period of channeling the knowledge of experts in various fields related to the home and to child rearing to the parents of the city. The United Parents Associations was the parents' own vehicle, controlled by them but still largely a vehicle through which they were to receive knowledge of community resources, the benefits of large scale organization in the form of prestige and civic influence, and the findings of experts in the solution of child and family problems.

According to Mrs. Lighty, this aggressive procedure was followed for four years or so and was succeeded by a period of five years when there was much questioning among the members of the kind and degree of participation of the member associations in the federation.¹ Expansion had occurred so rapidly and such large sums had necessarily been spent that many of the representatives of neighborhood parent associations felt out of touch with the main movements of the organization and ignorant of the standards in certain large expenditures. There were complaints and resignations and the upshot of all of it was a turning of the greatest attention to the wishes of the member groups. At no time had there been a desire on the part of the leaders in control to short circuit democratic

¹ Margaret Lighty and LeRoy Bowman, *Parenthood in a Democracy* (New York: Parent Institute, 1939).

control; but now elaborate planning was undertaken in evaluation conferences and special meetings to find out what all the members wanted.

Under the stress of the questionings certain administrative changes took place that broadened control, e.g., the executive committee became a governing board, and the parent education of the federation took on the form of training classes for lay leaders of study groups in the individual parent associations.

Democracy by Determination and Experimentation

At this juncture the organization was almost at the mid-point of the twenty-five years we now look back upon. It was then, and not before, that certain influences converged to bring about an out-and-out determination on the part of the dominant leaders to look for democratic forms of organization and adopt them, to seek for professional techniques in training of democratic leaders, and to undertake experimentation toward democratic ends wherever it seemed to be indicated. The influences that came together were:

1. The coming into office for four years of presidents who were thoroughly experienced in parent organization, who had gone through the periods of expansion and later search for ways of integrating the member societies
2. The pressure of the numerous parent organizations for service and guidance
3. Experience of a year's duration with a professional director of lay-leadership training for parent-study groups that got away from a chief reliance on dissemination of knowledge and sought rather to train parents to analyze their own problems, and to seek expert knowledge only as a tool
4. The growing realization of the need for division of labor, and a defining of the function of professional educational training and local leadership development as distinct from democratic parent leadership and control of the federation

Democracy was on the march and confident it knew what road to take, or at least that it could organize a representative conference

and make decisions. Even interracial association, which had always been an accepted part of United Parents Associations' philosophy, became a slogan and staff and leaders looked for methods of analyzing it and increasing it.

The organization became a constitutional convention, talkative, argumentative, exciting, conclusive. The governing board was discarded with less to-do than the walls of Jericho and a delegates' assembly, with ultimate powers, arose in its place. Three hundred to five hundred delegates from then on determined policy. The president was the chief executive to whom a staff, headed by a professional, was responsible. Between the president and the delegates' assembly, the executive council came into being to plan agenda in order to give the larger body the best opportunity to understand the issues involved in every question, in order, also, to have reports of committees so timed and in such state that action could be most representative of delegates' opinions.

Paralleling the full sweep of democracy in the policy-making process, there proceeded as complete a sweep in the leadership training and in the aid given to neighborhood parent associations. An organization department was inaugurated by the president the first year of this period and taken over by the professional director when he was engaged the following year. Fifty or more volunteer organization workers, usually past presidents of local associations, came together at least once a month to report experiences in visiting and attempting to strengthen the organization of the three to five associations assigned to each. Together they worked out the functions and standards parent groups should fulfill. The situations that were met were reported and, in group discussion, analyzed. The leader was expert both in discussion analysis and in community organization, but attempted to exemplify complete respect for the feelings and judgments of those with whom he dealt and a firm conviction in the ability of the other person to learn if given the initiative with the aid of a knowledge of experiences in other groups.

The organization workers ideally treated in the same fashion those they met.

In much the same way the presidents of parents associations were brought together to learn to analyze their own problems, to evaluate the measures they had taken, and to learn of the developments in other groups. In the training for parent education, study-group leaders' in training received in sessions alternating with group meetings under the leaders in their respective schools. In addition, observation, consultation with neighborhood organized resources, and readings were undertaken between leadership meetings.

Conflicts and Readjustments

In the most recent period of the United Parents Associations' development, the pattern and methods described above have held, ideally. However, as in the case of the four-year period of expansion, so the four-year period of aggressive application of democratic method has had its aftermath of conflict and questioning. With the resolution of these conflicts, in whole or in part, the federation seems again to be integrating on a higher level and with promise of still greater achievement.

The difficulties of achieving organization solidarity on the basis of the forms and methods last described are worth analysis. First, the pattern of organization, and of organization loyalty of a considerable number within a large-size delegates' assembly, will be partisan. Factions are almost sure to develop and the effort made to use the organization for partisan purposes. Until the leaders and the majority of the delegates learn through experience how to deal with a partisan-minded, determined, and aggressive minority adequately but without relinquishing democratic procedures, there will be confusion and retrogression. So the United Parents Associations has learned by experience.

Second, the training methods based on self and group analysis

and gradual personality adjustment are not easily understood by a large proportion of parents. The participants enjoy and appreciate the value of the experience, and if time and luck were on the side of progressive methods, there would be continuous progress. But the turnover in membership in parent associations is great and new leaders who have not experienced the training methods being practiced are not likely to understand their values. In the United Parents Associations there have been variations in the methods used, but the progressive professional methods are again in the ascendancy.

The distinction between the authority of the lay officials in outlining *what* is to be done in accordance with the decisions of the policy-making assembly, and on the other hand, the function of the paid professional worker in determining *how* it is to be done, is very difficult for persons with no professional training to see. With the lack of such understanding there is resistance to delineation of function of the professional. In the United Parents Associations, on occasion, it has been looked upon as refusal to abide by authority on the part of the professional and therefore rejection of democratic controls.

The general lack of appreciation of the huge need of parent education, the ease with which adults grasp the need of civic action to improve the schools, and the satisfaction in taking part in civic action have resulted at times in an unbalanced program in which basic education has been slighted. Again, however, the balance is being achieved even at a time when civic action is being pressed with unusual vigor and effectiveness in the face of a mounting load of unsolved social problems.

An ever-present and a very serious difficulty, not to say perennial danger to the whole democratic basis of a large organization, exists in the body which mediates between the president and the delegates' assembly, namely, the executive council. It so resembles boards of directors in the experience of the council members, and it is so

tempting a tool for the use of any member desiring to impress his ideas on the organization, that it is a constant threat as a means of exploitation. Instead of rigidly devoting themselves to planning agenda to give maximum opportunity for intelligent group action by the assembly, the members of the council easily fall into practices which hinder or favor measures in which there is anything like common opinion on the council.

Conclusion

The achievement of a democratic pattern of organization form and of methods used in an organization of great size is a long and laborious task. It proceeds by stages, and the dynamic for one stage seems to lie in the inadequacy of the experience in the last stage to satisfy members and leaders. Continuity of professional and at least a portion of the lay leadership is essential to an evaluation of the experiences of each stage for purposes of planning in the succeeding stage. Although this article has not brought it out, it could be shown that leadership changes in kind with change in emphasis on one or another phase of democratic progress. Usually leadership of one type finds that responsibility is no longer appealing when another stage opens up. The selection of leaders unacquainted with the implications for organizational control in the experiences of preceding stages sets progress back tragically. In a large and changing organization like the United Parents Associations, the injection of a factional group untutored in democratic loyalties and practices creates a difficulty that takes years to overcome completely. The greatest promise for progressively enlarging and deepening democracy is a system of training large numbers of leaders in methods of analyzing their own problems and in the use of resources and experts.

LeRoy Bowman is Lecturer in Sociology and Anthropology at Brooklyn College.

SOME PROGRESS IN RACIAL ADJUSTMENT

E. George Payne

The American government and society is based upon the concept of equality of rights and opportunities growing out of centuries of inequalities and discriminations that characterized the societies of the world. The idea of the American way of life is that every man, woman and child, without reference to race, religion, economic status, or social condition, must have the opportunity in life for the fullest development of his potentialities, his personality, his inherent capacity, without the imposition of artificial restrictions, caused by prejudice, legal limitations, or the multifarious forms of social limitation common in the history of the past.

The failure to provide this equality of opportunity, and particularly as between the Negro and white races in American society, actually threatens the persistence of the American democracy, and is a challenge to our concept of the American way of life. The basic hazard to the democratic way of living is the universal practice of segregation in the South and the frequent practice in the North. Professor Edgar Dale of Ohio State University says: "Segregation is a moral evil no matter where or how practiced. In reference to the question of opportunity to develop leadership, I'd like to cite an experience with a forum group which included white and Negro students. The Negro student who was from a non-segregated high school had shown marvelous capacity for leadership. I am sure he would have felt ill-at-ease and inferior had he been from a segregated school."

Some fifteen years ago when James Weldon Johnson was invited to become a member of the faculty of the School of Education at New York University, there was no Negro professor in a white college or university in the country and the action caused considerable excitement in university circles and in the press of New York City, because everyone seemed to think that the action in bringing this distinguished American to a great university might be disastrous. To the contrary not a ripple of discord occurred and Dr. Johnson became one of the most popular professors in the School, and with white students.

At that time Negro students were not admitted to the dormitory of the University, they were not admitted to the physical education summer

school at Lake Sebago, and they were excluded from the practice house in home economics. The later admission in all these cases was accepted with no opposition, in spite of the fact that the student body was composed in large degree of southern students. The result of the elimination of these artificial restrictions as between the races demonstrated the need for outright abandonment of all restriction that interfere with the free association of the citizens of our democracy. It demonstrated the necessity for free association in order to perpetuate our American way of life.

At the time Dr. Johnson was brought to New York University, Phi Delta Kappa, a national honorary educational fraternity, devoted to research, leadership, and service did not admit Negro members. Members of Rho Chapter at New York University, under the leadership of Stephen G. Rich and Douglas Grafflin, created an organization to eliminate this restriction on Negro membership with complete success and Rho Chapter was one of the first to admit Negro members. Recently I attended a banquet of a field chapter of the fraternity in St. Louis and a Negro member was present and participated in the program without self-consciousness on the part of anyone and no discrimination.

The work carried out under the leadership of Dr. Dan Dodson, a student of Dr. Johnson, is too well known to need a reference here but the achievement in Trenton, New Jersey, needs to be noted.

Trenton, New Jersey, a few years ago was noted for its segregation and stood out in that respect among the cities of the North. The Board several years ago had constructed a marble palace for a school building and had gathered together the most noted Negro faculty in the country and provided "education de luxe" to lure the Negroes from the white schools without obvious compulsion. The Trenton Committee for Unity promoted a program of nonsegregation with emphasis upon the following practices: (1) that pupils be assigned to the schools in the district where they live, regardless of race or color; (2) that at least two Negro teachers be assigned to the high-school faculty, one man and one woman, for guidance work and for teaching; (3) that the name of the Lincoln School be changed to Junior High School #5; and, finally (4) that the all Negro faculty of that school be dispersed throughout the system. These proposals were agreed to by the superintendent and the board of education and are to be put into operation, thus eliminating segregation from the schools of Trenton.

Two additional trends are noted which indicate progress toward the realization of the American ideal of democracy. In New Mexico and in Arizona Negroes have been admitted to the colleges and universities on terms of equality and they have been admitted freely to dormitories with no opposition, and these are essentially southern states. Also there is noticeable recent activity in a number of southern white colleges among the students in favor of nondiscrimination in athletics, in admission to these colleges of Negro students, and other forms of white-Negro co-operation.

Thus in spite of the Bilbos and other un-American politicians of a vicious order I am optimistic about the development of a democratic program and the removal of the stigma of segregation and discrimination in the future. Progress will be slow but sure. Perhaps the greatest hope lies in the determination of the ex-service man among the Negroes that these un-American practices must not continue, and the willingness to sacrifice life if necessary to prevent it.

BOOK REVIEWS

In Search of the Regional Balance of America, edited by HOWARD W. ODUM and KATHERINE JOCHER. Chapel Hill: University of North Carolina Press, 1945, 162 pages.

This volume is a continuation of the pioneer works in regionalism as an instrument and medium for social study and analysis developed under Dr. Odum's direction at and out from the University of North Carolina. Published in connection with the University's sesquicentennial celebration, this volume also appeared as an issue of *Social Forces* (Vol. XXIII, No. 3).

Several types of articles are included in this volume. There are the reports by Professors Odum and Jocher on what has been done in the past and two estimable lists, one on contributions to social forces dealing with the Southern region, another on the publications and manuscripts of the Institute for Research in Social Science at Chapel Hill, technical articles by Vonce, Pritchett, Green, and Handy, several interpretive articles, and a very informing article on the range and role of research in the South by Edith Webb Williams.

Two incontestable conclusions seem evident: the volume is a record of the most significant job in sociology being done in the South—and that well done; second, "regionalism" is putting away many of its childish things now that it has reached intellectual maturity and has demonstrated its social practicability.

IRA DE A. REID

Radio Is Yours, by JEROME H. SPINGARN. New York: Public Affairs Committee, 1946, 31 pages.

This pamphlet offers the ordinary listener a concise statement of the essential facts which he should know if, in fact as well as in theory, he is to be arbiter of radio's destiny. Radio's responsibilities under law are listed in detail. Its huge profits are contrasted with its still defective provision for the tastes of all but the majority taste for entertainment. Special reference is made to the F.C.C.'s "Blue Book" which stakes out the listeners' claims on radio in four specific contexts—the adequate provision of sustaining programs, the carrying of "local live" programs, adequate discussion of public issues, and the elimination of advertising excesses. A

special section is devoted to the increasing control of radio by newspapers and publishers, a danger emphasized in the context of FM radio which, within years, is expected to be a standard means of radio transmission. Accompanied by graphic charts, the pamphlet is an appeal to the listener to claim his rights and organize to do so. A great deal of vivid and vital information is packed into a small space. Some inaccuracies blemish an otherwise admirable summary of what is at stake in a vital field of mass communications.

C. A. SIEPMANN

An Introduction to Modern Economics, by VALDEMAR CARLSON.
Philadelphia: The Blakiston Company, 1946, 337 pages.

This is intended for use in college classes where the approach to economics is to be on a "principle" rather than a "problem" basis, but it is no return to the abstract, classical approach of the specialist. The author is sufficiently the educator to accept the ideals of general education, and his handling of economic subject matter reflects a basic interest in preparing students to function in society, not in academic exercise alone. It is the author's conviction that a student is not ready for a problem approach until he has surveyed (1) the outlines of the whole economic system, and (2) the social system of which economic institutions are but one aspect. On this premise, the organization is excellent, the selection of materials appropriate, and the writing extraordinarily good.

J. C. PAYNE

Sociality in Preadolescent Boys, by RUTH EDITH HARTLEY. New York: Teachers College, Columbia University, 1946, 117 pages.

Sociality is defined as "the degree of acceptance with which an individual reacts to other individuals of his own sex-age status," and the focus is said to be on the affiliative attitude rather than on affiliative behavior. The investigation is concerned with two dimensions of sociality, extensity, and intensity. It seeks to inquire into the consistency of sociality, to analyze its functioning.

All subjects are boys between ages 10 to 12. A group of 140 boys of homogeneous background supply the data for the major statistical analyses. Three "criterion" groups provide for a study of the relation between

test results and the ratings of judges on social behavior, and 14 boys are the subjects of intensive observation.

Twelve tests yielding 24 different measures are the instruments used. Sociometric tests measured direct sociality with classmates. Verbal and pictorial tests were designed to elicit a variety of indices unrestricted by the social group. These and other devices, and their administration, are described in Chapter III and in Appendix A.

Such conclusions as these may be cited as indicative of the findings. The tests seeking to measure extensity of sociality were found more reliable than those measuring intensity. Performances on intensity and extensity measures yielded low but positive correlations. In the best selected criterion group it was found possible to differentiate between the high and low sociality groups by means of the Pictorial Extensity Test.

The investigation is interesting as a demonstration of a purely statistical treatment of social data. The presentation is characteristically obscure in purpose and meaning; the interpretation of the findings is disappointing.

EDWARD L. KEMP

The Psychology of Adolescence, third edition, by KARL C. GARRISON.

New York: Prentice-Hall, Inc., 1946, 341 + xv pages.

This book can be heartily recommended as a textbook for courses in the psychology of adolescence. It is comprehensive, well documented, and well written. The reviewer cannot agree with Garrison that the book should be useful to adolescents and to parents in general. To be applicable on a larger scale, the writing and treatment should be somewhat more popular. Nevertheless, the present treatment should be of genuine help to serious students, among adolescents and parents.

One wishes that more space might have been allotted to a discussion of a need for psychological counseling for emotional problems, with case histories. These problems, so peculiar to the maturational needs at this stage, offer an outstanding challenge to mental hygienists. Inadequate discussion of this topic is a general failing of most textbooks in this area and not of this book alone.

Finally, the author is to be commended for including an annotated bibliography of popular literature dealing with adolescents. The writer has found such listing of titles to be an extremely valuable aid in teaching.

HARRY B. GILBERT

Educating America's Children, by FAY ADAMS. New York: The Ronald Press Company, 1946, xv + 490 pages.

In title and in treatment, this volume presents a radically different approach to techniques on the elementary school level than has been characteristic of this much-written-about field. Its declared objective is the provision of an organization and methodology which will aid in the fuller realization of meaningful adult life democracy emerging from democratic living in the schoolroom. Introduced by clearly defined concepts of the school's function and the teacher's readiness, fully one half of its discussion bears directly upon the importance of knowing the child, identifying his needs, and providing practical individual guidance. Remaining chapters develop continuity of procedures within the inclusive curriculum areas with copious guides, activities, and procedural steps provided at appropriate intervals. Employed by an instructor possessing equal vision, it should prove an excellent tool in directing the growth of prospective teachers in genuine purposeful and intelligent craftsmanship.

ERMO HOUSTON SCOTT

Learn and Live, by CLARA M. OLSON and NORMAN D. FLETCHER. New York: Alfred P. Sloan Foundation, Inc., 1946, 101 pages.

This illustrated book highlights some of the results of the experiment known as the Project in Applied Economics which was sponsored by the Sloan Foundation. The experiment dealt with the role of the school in improving the standards in the significant living areas of food, clothing, and shelter.

Various types of instructional materials were developed and used by teachers of schools in submarginal areas. Evidence indicated many desirable outcomes in the homes and lives of the children and their parents. An appeal is made to schools in general to use these materials. Educators and community workers should welcome this book.

HENRIETTA FLECK

High-School Personnel Work Today, by JANE WARTERS. New York: McGraw-Hill Book Company, Inc., 1946, 277 pages.

There are many personnel workers, classroom teachers, and administrators for whom this book will provide information and background

on the increasingly serious problem of personnel work in the secondary school.

The purpose has been to present a survey of the philosophies and procedures of many of the authorities in guidance and personnel work. At the same time there is a practical evaluation of these practices in the light of research studies and of the author's experiences.

Part I called "Personnel Work in High School: What and Whither" discusses pertinent problems for which many schools are seeking answers. Typical questions about which the author capably writes are: Who shall be our counselors? What services shall our guidance department perform? What is personnel work?

The book does not deal at length with theory but contains a wealth of practical suggestions for developing and performing personnel services. Major topics include counseling the individual, student activities, group guidance, and supplementary services such as health programs, placement, and follow up.

The work is compact yet it is a complete and carefully annotated survey of the field.

EVA O. FINN

The Nature and Conditions of Learning, by HOWARD L. KINGSLEY.
New York: Prentice-Hall, Inc., 1946, xvi + 579 pages.

The content of this text is built around the theme of human learning in the conviction that learning is the proper core of educational psychology. Laboratory findings are supplemented by classroom studies. There are chapters on: Introduction, Nature of Learning, Maturation, Varied Activity, and Trial and Error Learning, Repetition, Motivation, Conditioning, and Relationship and Organization.

The author succeeds in doing the job well that he set out to do. As the field of educational psychology is much broader than that covered by this text, many instructors will find the book inadequate for their purposes.

CHARLES E. SKINNER

First Denver Congress on Air Age Education. Denver: University of Denver Press, 1946, 140 pages.

This congress attacked the problems associated with the development of air age education in the public schools. The volume contains excellent

material on: the geography of the air age, cultural relations, socio-economic aspects, aeropolitics, together with final reports and recommendations for the fields of elementary, secondary, higher, and adult-education programs.

ROLAND H. SPAULDING

Teaching in Small Schools, by KATE V. WOFFORD. New York: The Macmillan Company, 1946, x + 399 pages.

This is a most valuable and timely handbook, designed for the rural elementary teacher and supervisor, which meets a long-standing need. Developed by an outstanding authority and presented most practically, such teachers will find substantial aid and guidance in meeting perplexing day-to-day problems. Practically the entire school job is covered by the discussions of (1) establishing the conditions of teaching and learning, (2) guiding learning and teaching, and (3) providing enriching experiences. Each chapter presents educational assumptions followed by related suggested lists of activities. In addition, each chapter concludes with a school-tested "illustration of practice." A well-chosen bibliography of twenty volumes places supplementary resources within the practical reach of the financially limited beginning teacher.

ERMO HOUSTON SCOTT

Successful Teaching: Its Psychological Principles, by JAMES L. MURSELL. New York: McGraw-Hill Book Company, Inc., 1946, 338 pages.

With the penetrating clarity that is characteristic of his thinking and writing, Mursell has rendered articulate in a comprehensive and organized way the fundamentals of learning and teaching that recent psychological theory and research have been developing. Many such texts purport to translate the principles of psychology into actual teaching situations, only to fail and disappoint the reader. This book richly fulfills its promise and by the skillful and informed workmanship of its author makes a contribution to psychological literature in the field of education that will enlighten student and teacher alike.

The first four chapters create the setting for the six main principles to follow, and establish respectively these positions: successful teaching achieves *authentic* results; the major problem of teaching is the organization of all phases of learning; successful organization depends on mean-

ingful orientation; meaningfulness of orientation has a number of specific aspects, each of which must be integrated into the whole process.

The gap between psychology and teaching is bridged by the systematic development of six principles: context, focus, socialization, individualization, sequence, and evaluation. Two chapters are devoted to each principle. One chapter delineates the characteristics of the principle; the other relates the principle to the classroom and the teaching job by means of a scale of applications representing ascending levels of merit. The competent use of genuine-learning illustrations provides the reader with an indispensable source of understanding.

The notes and references for each chapter are pertinent, well organized, and significantly related to the text. Even the "Items for Discussion and Study" are intelligent and provocative—a singular achievement. Successful teaching succeeds. The text itself bears testimony to the validity and vitality of its own principles.

EDWARD L. KEMP

Health and Welfare Citizen Service in Wartime. New York: The State Charities Aid Association, 1945, 54 pages.

Contributions to the war effort of the State Charities Aid Association and affiliated state and local committees is emphasized in its annual report for 1945. Stress is placed upon the promotion of health and welfare legislation and co-operation in the rehabilitation of the hospitalized and the returned veteran. This latter phase is strengthened by the formation of a new service for veterans' hospitals.

Increases in the tuberculosis death rate, diphtheria, the venereal diseases, neuropsychiatric disorders, and child placing and adoption over previous years point out the need for this organization to continue its work in education and legislation.

MOREY R. FIELDS

